**3rd Grade Reading Intervention Plans for Mrs. Dean Time:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 2 Week 2 Story Title: A Day’s Work**

**Monday**- Use TE DI 12- 1) Preteach Phonics- Syllable Pattern C+le- Write *little* on mini dry erase board. Teacher will say: *If a word ends in a consonant plus –le, those letters usually make up the last syllable. Which is the 1st syllable in this word? (lit) Which is the* *2nd syllable?* (tle) Blend the word: lit tle, little. SW: also repeat the process & blend together *cuddle, poodle, & grumble* 2) Preview Decodable Reader 7 *From Farm to Table*: Read/discuss words: Review the words on Decodable Reader pg 49; blend the following story words: supermarkets, cider, sorting, loaded, & jelly. Discuss the meaning of the words, too. 3) Preview Decodable Reader 7 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will practice reading it with the teacher.

**Tuesday**- Use TE DI 14- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: excitement, gardener, motioned, sadness, shivered, shocked, & slammed. 2) Practice decoding, reading, slashing out syllables with Multisyllabic Words: write *replanted & model how to decode it since it has both a prefix & a suffix. Teacher will say: First I look for meaningful parts. I see the prefix “re”. I cover that up & see the word planted. Now I see the ending “ed”. So I look for the base word: plant. I say the parts of the word: re plant ed. Then I say the whole word: replanted. The prefix “re” means “again”, so I can tell that replanted means “planted again”. Use the same routine with words: cruised, shuffled,* *swallowed, urgently, politely, freeway, rooftops, overgrown, spiky, chickweed,* *appreciate, & wrappings.* 3) Choral/Echo read typed version of Decodable Reader 7 for fluency practice. 3) Highlight Spelling Patterns from Monday’s lesson. 4) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI 16, 181, & 185- 1) Target Skill- Character with textbook page 181; Have students explain what a character is & how they know what kind of person the character is. Students will share good/bad characters from stories they that have read. Reread pg 181 while discussing the characters & their traits. 2) Target Strategy- Visualize with textbook page 185. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4) Reread Decodable Reader 7- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 7 - Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.